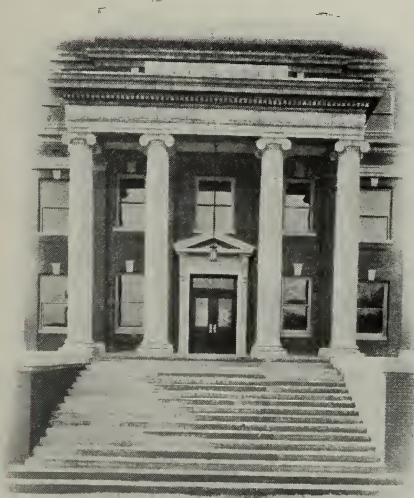


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1911



HOWARD UNIVERSITY RECORD



WASHINGTON, D. C.

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The Long Walk

HOWARD UNIVERSITY RECORD

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Glimpses of Howard University Organization

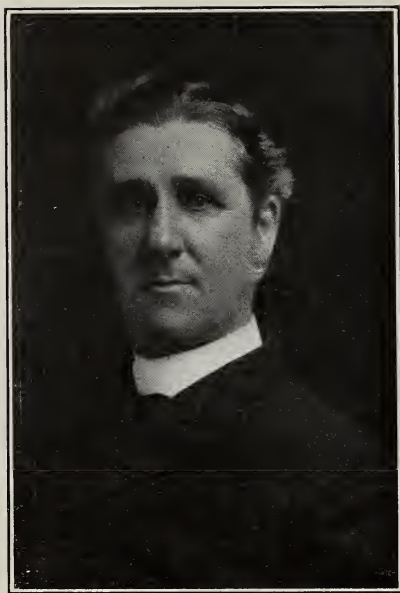
The date of the charter of Howard University is March 2, 1867.

It provides for establishing "a university for the education of youth in the liberal arts and sciences." While special provision was made for the higher education of the Negro, no race was excluded, and North American Indians, Chinese, Japanese and Europeans of several nationalities, besides American citizens, have in the past been in the several departments, being especially attracted by the superior advantages in the professional schools. Last year there was a student body of 1382, representing 37 states, with 111 from 11 foreign countries, practically all, however, being identified with the colored race.

The University has had a line of distinguished presidents during the last forty years, among whom may be named the Rev. Byron Sunderland, D. D., General O. O. Howard, LL. D., the Rev. William Weston Patton, D. D., LL. D., and the Rev. Jeremiah James Rankin, D. D., LL. D. The united terms of the two latter cover twenty-seven years (1876 - 1903) of service.



Walk to the Library



WILBUR PATTERSON THIRKIELD
President Howard University

The modern university is a great institutional center of progressive life. It has many departments. The great bond is in the common spirit of departments that are producing men and women, and equipping them for some line of work in an ever advancing Christian civilization. It is of greatest advantage to a young person to be educated in a progressive modern university. He comes into contact with the spirit of progress. It is contagious. It means the inspiration, direction, and enriching of his whole life. Again, the best teachers, equipment, and methods are available in every department of instruction.

President Murlin in his recent inaugural address at Boston University, spoke a great word for the university in the city.

"The future historian will declare that the rise of the Municipal University in the twentieth century was perhaps the greatest epoch in the educational history of the world.* The Municipal University will need the usual equipment of the lecture-room, the laboratory, the library, and the shop; but it will find its best equipped laboratory, its largest library, its best forge, anvil, and bench in the city in whose heart it has its being.* The work before us is not alone to cure the evils which are already before us, but to anticipate and prevent their coming; to set up a strong positive current of civic health which shall prove a bulwark of defense against whatever endangers its life. Cure disease where we must; prevent its coming where we can; but above all, promote always, and by every means, a vitalizing, overcoming, restless civic health—physical, intellectual, social, moral."

Howard is a well equipped modern university in a city where there are nearly one hundred thousand colored people, for whose equipment and uplift it specially stands. It is peculiarly related to the growing colored population of the great cities north and south. More and more it should be vitally related to their great problems. As Hampton and Tuskegee are especially related to the rural life of the Negro, so Howard is related to his city life as well as to every aspect of his life as a citizen.

But Howard University is not only a city university; but a national university for nearly ten millions of people. It is the great educational center for the millions of the colored race in the Western world, its faculties numbering one hundred and twenty representing the leading colleges and universities of the nation. It throbs with the best young life and with the most progressive thought of the gifted leaders of the race. It is in the capital city, where the great agencies of the government and all the forces making for civic and national righteousness and progress center.

For a young man or woman to be educated in Howard is not only for him to get in his formative period his training under experienced specialists with modern equipment, but it means also for him to come into vital contact with the deepest life, the mightiest forces, and with many of the leading personalities of his own and of other races.

The following forceful statement of Dean Kelly Miller is significant:

"Howard University is devoted to the talented tenth, and aims to train up leaders for the people along all lines of activity, and in doing this, its function is as important to our national welfare as any other institution in the land.

"In the present temper of the American mind, the Negro is assigned to a separate social arena, which makes it necessary that



Office of the President

his needs should be met by a professional class of his own race. Thus Negro teacher, minister, physician, lawyer, and editor become a social necessity, and hence the importance of the Negro college and university, to train men and women of this blood for high offices to which their destiny calls them. It will be generally agreed that professional workers should have about the same degree of education, regardless of the social conditions of the people among whom they may be called upon to labor. The Negro teacher certainly meets as difficult problems in pedagogical psychology as do the instructors of white youth; the Negro physician must treat every form of disease that human flesh is heir to; the Negro minister confronts as grave spiritual problems as ever devolves upon the sacerdotal office. These need the kind



The Carnegie Library

and degree of preparation for their calling which the experience of the human race has found to be necessary. The function of the Negro college or university is to prepare the choice men of this race to stand in the high places of intellectual and moral and spiritual authority as guides, philosophers and friends to the millions of less fortunate fellow men. For want of vision the people perish as well as for want of provision. The blind can not lead the blind, lest they fall in the ditch.

"Howard University believes that the great need of the Negro race is that its choice youth should assimilate knowledge and culture, and hand them down to the masses below. History proves conclusively that people are uplifted, not by prying up from beneath with a lever, but by elevating the best they breed, who will draw the masses up to them."



Interior Views—Carnegie Library

Location

The location of Howard University is strategic. It is in the Capital of the Nation. The campus of twenty acres comprises the highest elevation in the northwest section, which is the most attractive portion of the city. The Reservoir Lake, a beautiful sheet of water with a boulevard of one mile around it, borders the campus on the east. The grounds of the National Soldiers' Home furnish a charming park at the northeast. Immediately adjoining the campus on the south are the new Freedmen's Hospital buildings, erected on a wooded tract of eleven acres, leased by the University to the Government. Beautiful shade trees adorn the campus and the long avenues suggest the traditional walks and academic grounds which add so much to historic institutions of learning. Seventh Street (Georgia Avenue,) the extension of one of the principal thoroughfares of the District, is at the foot of Howard Place, on the west. A new quadrangle to be known as the "South Quadrangle" is being formed that will front on the proposed extension of Vermont Avenue through the campus to the extensive park and Reservoir Lake. From the University Hill, the Capitol, Congressional Library, the Washington Monument and the Potomac River are in clear view.

Considering its elevated situation, with its extensive grounds, right in the city of Washington, and the attractive environment of its campus, the site of Howard University is surpassed by few institutions of learning in America.

Washington a University City

To the students of Howard University the museums and libraries supported by the general government of the United States, together with similar institutions belonging to the City of Washington, present advantages unsurpassed by those of any other city in the land, if not in the entire world. The Library of Congress, with its immense and constantly increasing collection of books; the Smithsonian Institute and National Museum, with their innumerable specimens gathered from all parts of the earth; the Bureau of Education with its extensive library; the Bureau of Fisheries with its aquaria; the Botanical Gardens, with numerous green-houses well stocked with living plants, the Army Medical Museum, containing extensive collections and the largest medical library in the world; the Naval Observatory, with its unexcelled equipment for astronomical work—all these and many other attractions are easily reached and may be freely visited. By authority of Congress all governmental collections, together with facilities for research and illustrations are made accessible to students of the institutions of higher learning in the District of Columbia.

Washington is essentially a city of government institutions, and the great corps of scientific workers brought together for the administration of the numerous bureaus makes it the great scientific as well as the great political center of the nation. Opportunity for daily observation of the workings of Congress, the Supreme Court, etc., is a privilege which cannot be found elsewhere, while public lectures, concerts, and the presence of other universities offer to students opportunities for the most generous culture, whether literary, scientific, æsthetic, or industrial. Washington has well been called a university in itself. To live in such an atmosphere is a liberal education to an eager, receptive mind.



Main Hall and Entrance from Georgia Avenue along Howard Avenue

Buildings and Grounds

The University buildings are modern structures and are all located on the campus with the exception of the Law School building, which is on Judiciary Square. They are heated by steam and lighted by electricity. They are in charge of a superintendent of buildings and grounds and a competent engineer, with several assistants. Pains are taken to keep the buildings in a sanitary condition, and the healthfulness of the campus and surroundings is attested by the fact that no disease has ever become epidemic in the institution, and there has never been on the grounds a death from typhoid.

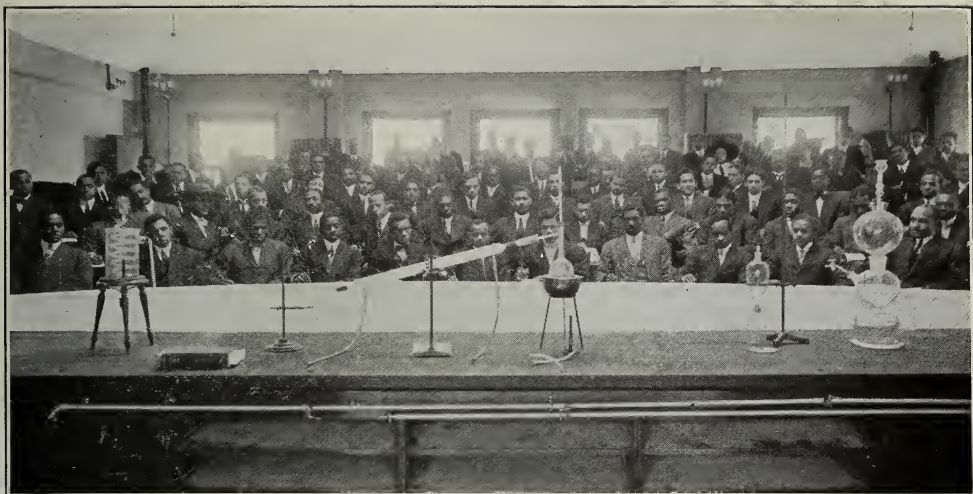
The Carnegie Library

The Carnegie Library, which fronts on the north quadrangle of the campus, is one hundred feet long and thirty-five feet deep, not including the projection of the stack room. The design of the building is classic. In this respect the architect has taken his note from the Federal architecture of Washington. Free standing columns and antae supporting a pediment mark the main entrance, and are further made an integral feature of the design by use of pilasters on the walls. The library has a capacity of from sixty to seventy thousand volumes. Two thirds of these will eventually be placed in the stack, which is in four tiers, made entirely of steel and glass, with movable shelves. This section is fire proof and is cut off from the rest of the building.



New Science Hall

It is possible that the most successful feature of the Library is the way in which the whole interior has been opened up and thrown together. This is particularly true of the first floor where the two reading rooms open widely off the circulating room. This feeling of light, space and ventilation is still further emphasized by an open gallery running around the second floor. On this floor are the special reading room of the School of Medicine, a Board Room, the offices of the President of the University, and two seminar rooms. On the ground floor is the Library Hall with opera chairs seating three hundred, also a newspaper room. Next to the noble stone pillars at the entrance are two electric globes on bronze standards, the gift of the Council of Upper Classmen. Besides a number of classic reproductions in carbon photos and casts, there hangs on the walls a large canvas of "The First Landing of the Pilgrims," the gift of Mrs. Elphonzo Youngs.



Amphitheatre—Science Hall

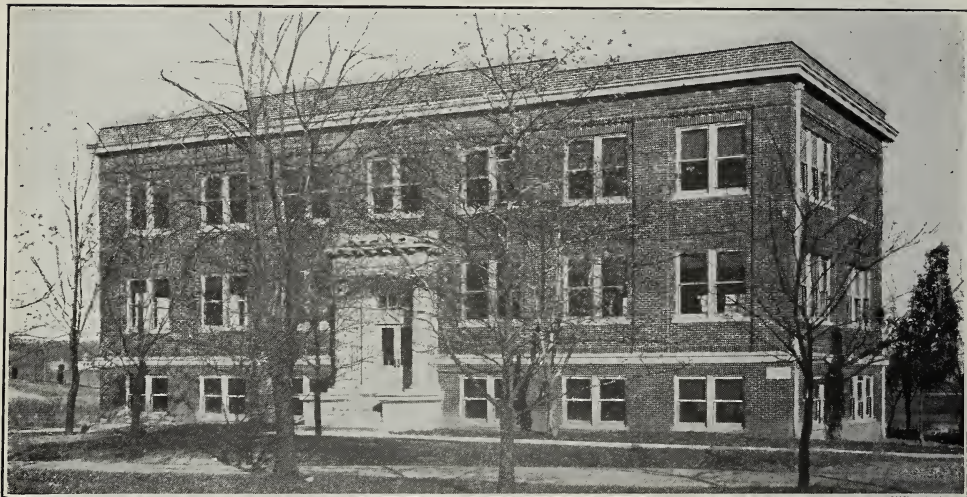


One of the Laboratories—Chemistry

The Science Hall

The Science Hall is an imposing fire-proof structure, combining beauty and symmetry of form with the most modern ideas of equipment and general arrangement of scientific departments. The walls are of brick with terra cotta and stone trimmings. The interior construction is of steel and reenforced concrete.

The basement contains a large electrical engineering laboratory, storage battery room, assay room, skeleton room, and private biological laboratories, and storage rooms. The first floor



New Hall of Applied Sciences and Industrial Arts

is devoted entirely to biology, the second to physics. The third floor is occupied by the department of chemistry. On this floor is a large well lighted auditorium, seating about 225 students, available for class work and scientific lectures. Over \$10,000 has been spent in equipment. To this is being added generous appropriations in order that every facility may be given for scientific study and research.

New Hall of Manual Arts and Applied Sciences

This building, completed in the fall of 1911, is of brick, with reenforced concrete floors. The engineering laboratories are on the basement floor. The second floor is given principally to the department of woodworking. Four large lecture rooms are on the third floor. The erection of this building was made necessary by the increasing demands for men trained along engineering lines.

The School of Liberal Arts

The College of Arts and Sciences

The College of Arts and Sciences is the department of the university specifically devoted to the pursuit of liberal studies. It aims to lay a foundation in a college course for broad views of life, cultured living, social service, leadership, and special training for specific life work. In facilities and appliances of instruction, in extent and variety of its courses, and in thoroughness and efficiency of teaching, this department is keeping abreast of the approved standards in the collegiate world.



Class in Physics

There are 13 chairs and 23 professors and instructors, whose courses cover the usual branches of the modern college. The program of study includes courses in astronomy, Bible, botany, chemistry, commercial geography, commercial law, economics, English language, English literature, ethics, French, geology, German, Greek, history, international law, Latin, logic, mathematics, pedagogy, philosophy, physics, political science, psychology, sociology, Spanish, and zoology.

These courses are divided into (1) the arts group leading to the degree of Bachelor of Arts and (2) the science group leading to the degree of Bachelor of Science. The science group has been arranged to meet the needs of those whose special tastes

lie in this field as well as those looking forward to the pursuit of medicine, engineering, agriculture, and science teaching.

The growing appreciation by the public of this department is shown by the fact that its attendance has nearly quadrupled in the last five years. This increase has come from all over the nation and even from foreign countries. But this appreciation is shown by the Washington high schools. More students have entered from these in the last two years than in the previous twenty.

The Teachers College

The function of the Teachers College is to prepare teachers with the modern pedagogical equipment now required by all progressive schools. The call for well trained, modern teachers of both sexes for kindergartens, primary, grammar and high schools, normal schools and colleges has been so large that it has not been possible to furnish from among our graduates a sufficient number to take the places of influence and service actually offered. In almost every southern state and as far west as Kansas and Missouri, our graduates are filling successfully positions as instructors in colleges, as principals of high schools and grammar schools, and teachers of Latin, English, history, physiography, mathematics and the sciences. Wherever they are employed, school officials write to the faculty for other graduates of similar preparation.

The requirement for admission is the completion of a high school course of four years. In correlation with the other colleges of the University, thorough equipment is offered in the traditional studies, such as the languages, mathematics, sciences, and literature; and in addition, high grade professional courses in philosophy, pedagogy, school management and administration, school and mental hygiene, and practice teaching under expert supervision and criticism.

Two-year courses are offered leading to diplomas in elementary teaching, kindergarten, domestic art and domestic science. Full four-year college courses are given, on the completion of which the University confers the Bachelor's degree and teachers' diploma. Specialization in particular branches for equipment in special lines of work is largely encouraged.

The growth of the Teachers College has kept pace with the unusual expansion of the University during the past five years. The whole number of students in 1906, giving their entire time to pedagogical study, was not larger than the actual number now in the Freshman class, thus showing the public demand for well-equipped teachers with special training.

Equipment and Enlarged Laboratory Work in the Sciences

The opening of Science Hall for regular work in September, 1910 and the notable occasion of its dedication on December 13, marked a new era in the expanding life of the university. The occasion was signalized by the presence of distinguished educators and men of science, and the addresses were by educators of world wide fame.

Dr. Henry S. Pritchett, president of the Carnegie Foundation for the Advancement of Teaching, said:

The occasion is one of significance for the reason that this is the most complete modern building ever prepared for the instruction of the Negro race in the sciences which have been the inspiration of the world in the last half century, and whose application will in the next half century afford the greatest stepping-stones for progress which any race can find.

Dr. William H. Welch, of Johns Hopkins University, president of the American Association of Medical Colleges, said:

I know enough of the work and of the purpose and of the hopes of Howard University to feel that here is an exceptional institution, serving a most useful and exceptional purpose in the life of the Nation, and with the greatest promise of future usefulness. I confess, also, that my interest has been aroused by the words of commendation in that very interesting report from the Carnegie Foundation, of the character and work of the Medical Department of this university. I think I am not wrong in saying that that was, to a very considerable extent, a revelation to those interested in medical education. This university is indeed to be heartily congratulated on the extension of its usefulness through this new foundation, the opening of your Science Hall. President Pritchett has already indicated in what broad ways the larger opportunities for study and investigation in branches of science here, representing the natural and physical sciences—biology, physics, chemistry—in what broad ways these opportunities would contribute to the advancement of liberal training. It is indeed true that science contributes to the formation of character, that it makes better men. It contributes to the search and appreciation of the truth. It is therefore as much a part of liberal training to-day as the study of the so-called humanities. You stand to-day among the relatively few medical colleges which demand a thorough training, a college training in these sciences, before the student is eligible for the study of medicine. This would hardly have been, I think, a justifiable demand without the provision of such a new Science Hall as is now available—the first which is available in any large way, I believe, to the members of your race.

Dr. Booker T. Washington, principal of Tuskegee Institute, said:

I congratulate Howard University in behalf of my fellow members of the Board of Trustees for the generosity of our Government in providing this magnificent and beautiful hall of science, and I congratulate the Government on its wisdom and generosity in using the opportunity to provide this fine building for the scientific education of my race. This is a tremendous step forward in



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*

Bird's-Eye View

FACULTY SCHOOL OF LIBERAL ARTS

The College of Arts and Sciences and the Teachers College

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* Proposed Buildings for the School



Howard University

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 Professor of German.
 Professor of Biology.
 Assistant Professor of Mathematics.
 Assistant Professor of Sociology.
 Associate Professor of English.
 Professor of Chemistry.
 Professor of Secondary Education
 in English and Literature.
 in Elementary Education; Director.
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 in Engineering.
 in German.
 in Study and Education.
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For information concerning any department address the Dean of the Department.

our education. It is not enough to get scientific knowledge, but equally important to see that the scientific knowledge be applied to the life of the race. With this great scientific equipment, Howard University is for the first time in the history of this country placed in a position to be the mother and guide in connection with this great work. Through the work that Howard University is doing in this new science hall, we are saying to all the men who follow us and suffer for us, that their faith in us has not been misplaced.

The Science Hall is well equipped for efficient work in the several departments of physics, chemistry and biology. The eager response of the student body to the new facilities offered is seen in the fact that more than 600 students are instructed in these several branches, with practical laboratory work offered in each department of study. Instead of one professor and one instructor who gave their entire time to the sciences, the work now requires three professors, one associate professor, three regular instructors, and seven student assistants.

It has been often said that while colored students were proficient in languages, history, etc., they showed no adaptation to the exact sciences. But the eager response of this great body of colored students to the opportunities here for the first time offered in any large way for advanced laboratory work in the exact sciences, marks an era in the educational life of the Negro. The possible application of the practical instruction here received must have an important bearing on the future welfare of the race.

Department of Chemistry

The department of Chemistry offers to a large body of students the most modern facilities for the successful study of chemical phenomena. These facilities include a well lighted lecture amphitheatre seating 225 students, provided with a rolling preparation and demonstration lecture table, modern blackboard system and lantern projection switch; offices of administration; organic and inorganic laboratories containing individual hoods and acid proof tables, with lockers for 250 students; balance room, assay room; acid, preparation, and large convenient store rooms.

The seven courses offered, in addition to their cultural value, have been planned to thoroughly equip the student for the teaching of chemistry, or the successful pursuit of medicine, dentistry, pharmacy, agriculture, or engineering. A small but constantly increasing department seminar library is always available for student use.

Department of Physics

It is the policy of this department not only to emphasize the cultural value of the study of physics, but also to lay a practical foundation for engineering work. To that end, a freshmen course is offered which views the whole field of general physics. This is supplemented by daily problem work. An experimental

course is offered to sophomores, in which the practical side is emphasized. It includes measurements of all kinds, in mechanics, heat, sound, light, magnetism and electricity. Juniors and seniors are eligible to a course in mathematical physics. This is a theoretical introduction to further work in physics and kindred subjects. In addition to this course, juniors and seniors are eligible to a course in advanced laboratory work where emphasis is laid upon exact measurements.

Biology and Geology

The department of Biology and Geology, occupying the first floor of the Science Hall and part of the basement, has five well-lighted laboratories, one geology room, an animal room, a skeleton room, store rooms, preparation rooms and professors' offices. The equipment for these ample quarters consists of about a hundred simple and compound microscopes, three microtomes, and other accessories for work in plant and animal histology. There is also a new lantern of recent pattern for the demonstration of microscopic slides. A synoptic collection of the animal world comprising very valuable specimens, cases of animal groups and casts of animals, make up the zoological museum. For instruction in botany and geology, the department has a priceless herbarium, the result of years of collecting, and an excellent collection of minerals. The hundred and eighty students registered in the courses in botany, zoology, and geology—seven years' work in all—have therefore, ample opportunity under two professors, with the aid of three assistants, to take advantage of an unprecedented opportunity to pursue these courses, either as a part of liberal education, as preparation for teaching, or as a broad foundation for the study of medicine.

Engineering and Architecture

In no phase of modern industrial life are the needs greater than along the lines of Engineering and Architectural Design. Realizing the demand for the trained specialist, four years' college courses are offered in Civil, Mechanical, and Electrical Engineering and Architecture beginning with the college year 1911-12. The United States Geological Survey has largely assisted in the equipment of the civil engineering department, so that courses can be offered in plain surveying, highway and railroad location. The testing rooms of the mechanical engineering department contain a 100,000 lb. Riehle testing machine, a cement testing machine, extensometers, an Otto gas engine, etc. The equipment of the electrical engineering laboratory includes a 10 K. W. rotary converter, one series generator, one shunt wound generator, one 10 H. P. induction motor, two 5 H. P. induction motors, one storage battery, capacity 75 amperes for 8 hours, and one small motor generator.



Rankin Memorial Chapel, Used for Daily Chapel, Sunday Vespers, Concerts and Lectures



University Choir Entering Rankin Memorial Chapel

Manual Arts and Domestic Science Courses

These courses furnish thorough equipment for those who plan to become teachers and supervisors of manual training, domestic arts and domestic science. The courses are thoroughly practical. Experimental training is given by competent instructors. The department is correlated with the courses in the Teachers College. The design is to prepare those who go out as teachers to give systematic practical instruction in industrial work in the academies and common schools where they may teach.



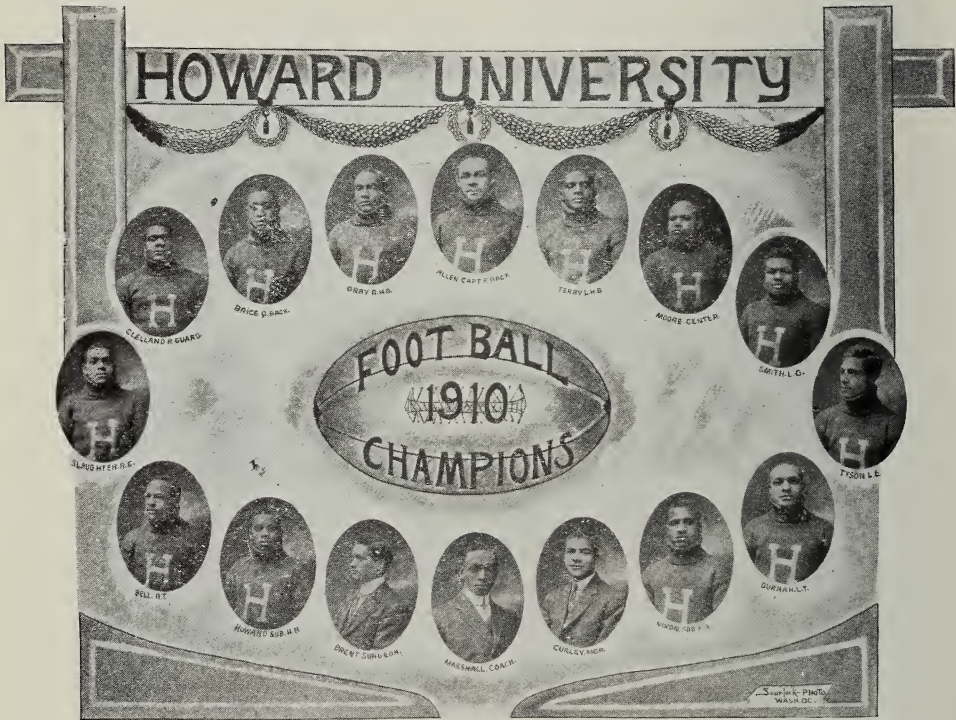
Interior Rankin Memorial Chapel

Self-Support

There are few institutions that furnish such facilities for self-help. Many in the professional schools are in the service of the government. In the other departments students have opportunities to act as clerks, messengers, waiters in hotels, boarding houses and private families. Alert, enterprising students will always find remunerative work, a bureau of employment being maintained in the Secretary's office. The spirit of self-help is characteristic of Howard University students. Over four-fifths of the young men earn their own way.

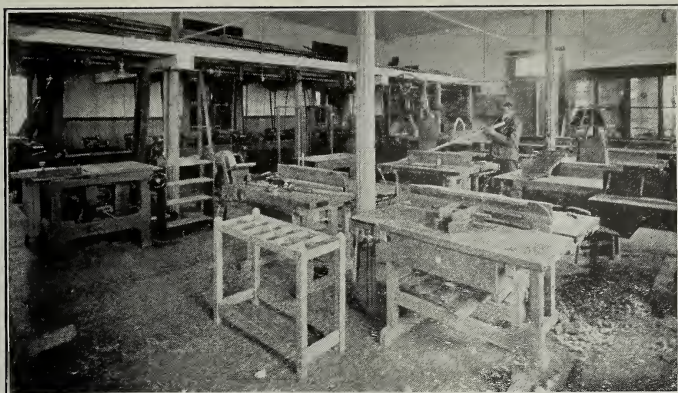
Health and Athletics

The health of students is given first consideration. The elevated location and perfect drainage of the campus are all that could be desired. The reservoir and parks on the east and north, which the dormitories overlook, with their smooth boulevards and walks, give ample opportunity for healthful exercise. Sick-ness among the students is rare. The unsurpassed advantages



Foot Ball Team: without a score against them in the past three years of the Freedmen's Hospital are available to all students free of charge. No death from contagious disease has ever occurred on the campus. Health, strength and symmetrical development are encouraged.

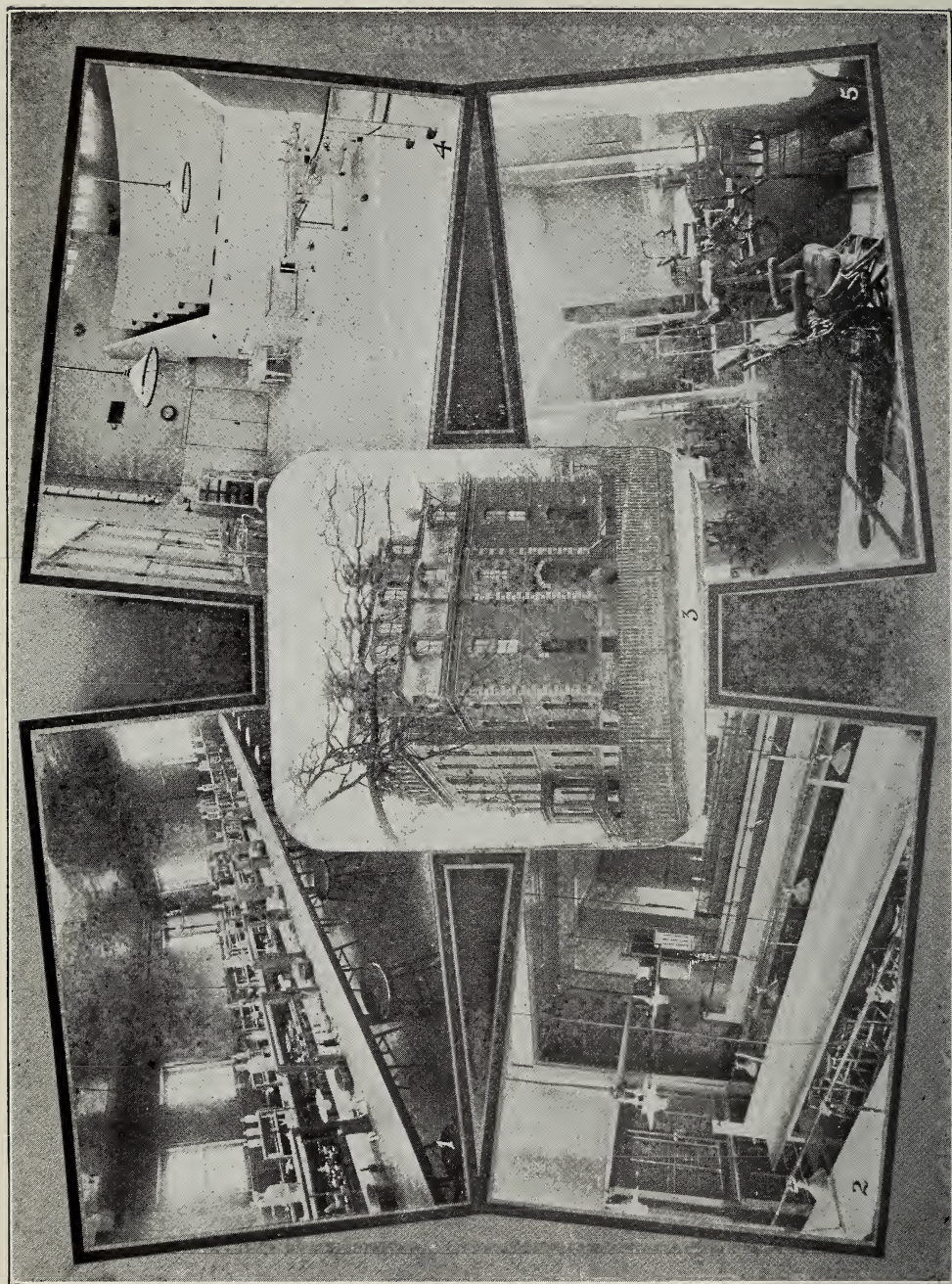
Athletic sports of the University are in excellent condition. The Foot Ball Team has not been scored against for three years. Six new tennis courts are now available on the campus. Arrangements are being made for an active basket ball season. The Base Ball, Cricket, Tennis, Track and Field Teams are already planning for their work as soon as the season opens.



Manual Arts—Wood Working—Academy and Teachers College



Class in Domestic Science—Academy and Teachers College



THE SCHOOL OF MEDICINE

1. Bacteriological Laboratory.
2. Laboratory of Histology and Pathology.
3. Buildings of the School of Medicine.
4. Operating Amphitheatre, Freedmen's Hospital, where clinics of the School of Medicine are held.
5. Dental Infirmary.

The School of Medicine

Howard University School of Medicine was founded in 1868. Of the early professors, including some of the leading physicians and scientific men of the District, nine of them built into the work of the School of Medicine an aggregate of 264 years of service. Over 1300 graduates have been sent forth, and their average record for efficiency and usefulness is high. The school offers a faculty of fifty-nine professors and instructors in medicine, dentistry and pharmacy, counting no name twice, though some professors teach in more than one department. A number of these men give their entire time to the work in the laboratories and lecture halls. More and more it is becoming true that a man cannot practice medicine and at the same time do the work required in a modern medical school. Laboratory work now requires men who give their entire time to this line of instruction and to original investigation.

Washington is unique in the opportunities it offers to a school of medicine. There are men of great scientific ability who are connected with the Government, and can be secured to give a large number of hours each week to instruction in the school. A number of scientific men who have been connected with Howard University School of Medicine for over thirty years have a wide reputation in their particular fields of scientific work.

The Freedmen's Hospital is one of the best equipped in the Nation. Opportunity for practice here is sought by rising young physicians, and men of large scientific ability. The daily clinic in the great amphitheatre of the Freedmen's Hospital is one of the most important features of the work in the School of Medicine. Eleven acres of the campus were ceded to the Government for the erection of this great hospital.

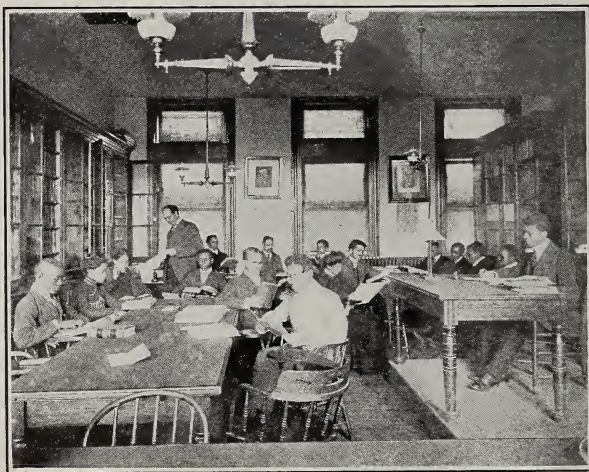


New Freedmen's Hospital

Howard University School of Medicine does not shrink from the demands of modern first class schools. It is meeting yearly the requirements of the Association of Medical Colleges, and the standards set by the Board of Regents of the State of New York.

Several years ago the school was made entirely a day school. The attendance, however, has constantly grown, increasing from 212 to over 400. The Carnegie Foundation for the Advancement of Teaching that has been making a careful examination of the medical schools of the country, has thoroughly endorsed this school and given it rank beyond any medical school in the District of Columbia. Beginning with the opening of the last scholastic year, entrance requirements were enforced, including one full year of college work in chemistry, biology, physics, and German. This has reduced the attendance for the time being, but the rapid advance in entrance requirements during the last several years seems to be justified by the high grades received by graduates before the State boards.

The physician is the only man of science among the colored people. In the judgment of leading physicians and careful scientists, the Howard University School of Medicine offers an opportunity unparalleled in America for the physical, social and moral betterment of the Negro race. In the erection of modern buildings, with up-to-date equipment, with research laboratories, and other facilities, an opportunity is given to do work that will do more to cleanse and elevate a race of millions and safeguard the twenty millions of white people among whom they live than is offered in any other single institution of the nation.

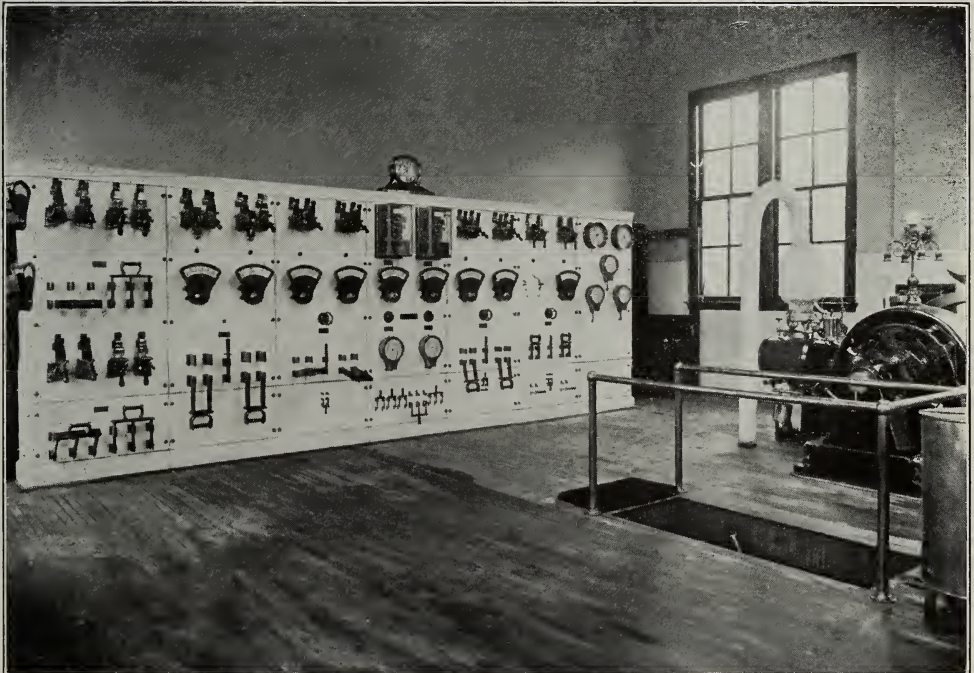


Library—School of Law

The School of Law

This is the only School of Law in the nation with adequate faculty and equipment, open especially to the colored race. The school is under the direction of a faculty of judicial and able men. Its courses of study are broad and practical. It aims to send out well-equipped men who shall be able, in a wise and sympathetic way, to direct the people who may seek their counsel. The advancement of the Negro race in their holdings of property in the towns as well as in the country districts, and in the establishment of commercial, banking, manufacturing, and other enterprises, opens broad fields of useful service to the graduates of this school. The subjects taught and the methods of instruction are similar to those of modern schools of law.

The School of Law occupies its own building in a superior location on Fifth Street opposite Judiciary Square—a beautiful park in which are located the District Court House and the United States Pension Office. The School was organized in 1867. The present building was erected in 1892. The idea of the School of Law was conceived by Mr. Wm. M. Evarts after whom the hall is named. For entrance, a certificate of good moral character and a degree from an accredited college, or a diploma from an accredited four-year high school or academy, or an examination equivalent to this, are required.



New Electric Lighting and Power Plant

The School of Theology

The advantage to a ministerial student of getting his training in a school of theology allied to a modern university and located in a great city is obvious. The University enlarges his opportunities for culture and stimulates his mind. The city opens to him the study of successful preachers and other great speakers and trains him in the best church methods, while it affords to him many ways of securing his own support through its widely varied forms of work. The school is interdenominational and is in close relation with all the churches. Leading pastors of the city give lectures.

The Academy

The Academy furnishes a broad and thorough preparatory course, fitting for the college, such as is offered in the best academies of the country. The course covers four years of study. For over forty years the Academy has maintained a high rank. It fits pupils for the best colleges. Its revered dean, George J. Cummings, A. M. has just completed twenty-five years of service in this department, making it, with his able corps of teachers one of the best academies in the country.

The Commercial College

This department offers a thorough business course and English high school education combined. In view of the rapid agricultural, commercial, and industrial advancement of the Negro race in the acquiring of farms, building of towns and the opening of insurance offices, banking houses and commercial enterprises, the demand for young men and women who have adequate business training is urgent. The commercial college offers courses in commercial law, bookkeeping, history, civics, etc. The department maintains special classes in shorthand, typewriting, and English grammar. All students in the first-year class are required to spend four hours a week in the industrial department. The instruction is designed to fit pupils for intelligent citizenship and practical business.

Courses in Music

The institution offers superior advantages to students of music, under four competent instructors from the leading conservatories of America. Details of the courses may be found in the catalogue. Besides work in choral classes and in orchestra practice, students have opportunity for hearing in Washington, under the finest auspices, much of the best music that America affords. The Choral Society renders *The Messiah* this winter. The vested choir of fifty voices does work of a high order.

The Work and Mission of Howard University

Abstracts from addresses by President Taft, The Honorable James Bryce, British Ambassador, Ex-President Roosevelt, Mr. Andrew Carnegie, Dr. Elmer Ellsworth Brown and President Thirkield's Inaugural.

"This institution here is the partial repayment of a debt—only partial—to a race to which the government and the people of the United States are eternally indebted. They brought that race into this country against its will. They planted it here irretrievably. They first put it in bondage, and they kept it in the ignorance that that bondage seemed to make necessary, under the system then in vogue. Then they freed it, and put upon it the responsibilities of citizenship. Now some sort of obligation follows that chain of facts with reference to the people who are responsible for what that government did. * * It is fitting that the government of the United States should assume the obligation of the establishment and maintenance of a first-class university for the education of colored men. * * Everything that I can do as an executive in the way of helping along this University I expect to do. I expect to do it because I believe it is a debt of the people of the United States, it is an obligation of the Government of the United States, and it is money constitutionally applied to that which shall work out in the end the solution of one of the great problems that God has put upon the people of the United States."

—President Taft

"The main thing just now for the masses of the colored people is to give them a thorough and practical industrial training. * *

But it remains true, nevertheless, that you also want a university which gives the highest instruction, such as Howard University. For this there are two reasons:

(1) You have many colored people, and I hope will have them in increasing numbers, of exceptional gifts, for whom the highest education can and ought to be provided.

(2) As has been said by President Roosevelt, it is your duty to make the amplest provision for the education of the colored men in those professions which they desire to follow for the benefit of their brethren, and which are essential for their peculiar calling.

One word about the teacher. Nothing is more important. Good teachers, earnest, upright, and themselves well taught, are perhaps the greatest need of the South: especially where masses of colored people live isolated from other educative influences, you need to have the best men and women, active, vigorous men and women, with the best training which can be given them for the work of teaching among the African race in the South. Such men, along with the doctors, clergymen and lawyers, will be the natural guides of the colored people. It is through them that the masses of the Negro population may best be influenced for good and led upward. Everything you can do to provide the right kind of teachers in the schools will spring up and bear fruit and yield a hundredfold in those parts of the South where education is now most needed."

—Ambassador Bryce

"This institution has been devoted throughout its career to turning out men and women who should be teachers and helpers of their own people toward the higher life.

I know of no men graduating from any college in the United States who have a heavier load of responsibility than you bear; after all, there is no greater privilege given to any than to have such a load to carry if he only carries it well.

"It is from this institution that are graduated those who will lead and teach their less fortunate fellows. Upon their leading and teaching much depends for their race and for their country."

—*Ex-President Roosevelt*

"I have seen hundreds of libraries, (just now on the west coast I have been seeing libraries almost every day); yet, I say that I have not seen a library that excels yours in the requirement of a library.

"I did not know that you had such a grand situation. The fact of the matter is that during the last five minutes with your President, for the first time I have gained an adequate conception of this institution. I see here the nucleus for the uplifting of a race, not merely the touching of a few students of this kind, or of that kind, but the uplifting of a race. I have seen Tuskegee, I have seen Hampton, and the work they are doing is marvelous. You not only give to the Negro ordinary practical education, but you give him a standard which I am told is equal to that of white universities which the Carnegie Foundation thinks should be admitted to participate in the pension fund of that institution."

—*Mr. Andrew Carnegie*

"I have some very delightful associations with this institution going back to the time to which your president has already referred, the time when you celebrated your Fortieth Anniversary with the inauguration of a new president, and the opening of a new administration. There are some of you here who were present on that occasion, and you will remember how notable and interesting an occasion it was. It was a remarkable group of men that came together at that time, and the addresses which they gave on that occasion, showed an interest in the work of such an institution as this and an appreciation of the work that was most significant for the country at large.

"At that time, we assisted in the inauguration of a president who has been carrying your work forward with remarkable success in these past five years, four years since the time of that inauguration. I have been very deeply impressed with the progress which your institution has been making in that time: progress that is measured in its buildings, in its increase of funds, on one hand, and that is shown in the internal organization and working of its actual activities on the other hand. That work has been going forward and promises much for the future. I congratulate you upon that sort of a five years in which I have been privileged to know of the work of the institution, and I congratulate you still more on the fact that those five years carry with them unspeakable, immeasurable promise for the years that are immediately before us. You will do more, I am confident, in these next years than you have done in the years just passed."

—*Dr. Elmer Ellsworth Brown,*

Former United States Commissioner of Education

“Education is as broad and real as life itself. It has to do with making the whole life of man in his physical, intellectual and moral relations. It is the training of the human spirit that informs and directs the life of man. Its aim is to bring man into the larger relations of life; into the spiritual inheritance of the race; into that appreciation of real values in life and to that strength of character and breadth of training that will enable him to find and efficiently fill his place in our modern complex civilization. That is, education is not for the sake alone of culture or power, but for the sake of social efficiency and unselfish service.

“While we make strong plea for the higher education, we believe with President King in his great inaugural, that ‘nothing justifies the extraordinary emphasis on the intellectual as the one aim of education.’ The end of education is not simply smartness, but character, moral virility, goodness, usefulness. The aim shall be scholarship not for its own sake, or for the sake of mere personal gain, but for scholarship held in trust for the sake of the human race and for the quickening and uplifting of national life. Manhood, along with scholarship; character, through culture, is the goal. With search for truth shall be joined reverence for duty; with knowledge of rights, the spirit of consecration to duty and to manly, unselfish service in the rough, hard work of life.”

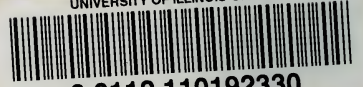
—*President Wilbur P. Thirkield*



Avenue, South Border of Campus, Leading to President's House

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